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ABSTRACT

This guidebook reviews the basic educational role of learning resources centers in elementary-secondary education, and outlines the facility requirements, material requirements, and functions of a basic resources center. The educational issues surrounding the development of resources centers are briefly addressed, including resource-based education, discovery learning, curriculum planning, and the relationship between traditional school libraries and learning resources centers. The physical accommodations required by resources centers, the storage and handling of equipment and materials, equipment distribution and use, the registration and cataloging of resources and equipment, and the provision of reprographic services by resources centers are then discussed in detail. A suggested list of abbreviations for cataloging of non-book items, a suggested form for descriptive cataloging of materials, and a suggested layout for an equipment control card are appended. (JI)

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THE SETTING UP OF A RESOURCES CENTRE

1 BASIC IDEAS

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This booklet is the first in a series produced by the Publications Working Party of the Scottish Educational Film Association.

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FOREWORD

The Scottish Educational Film Association's publication "A Resources Centre ..... is a state of mind" attracted an encouragingly favourable attention and is still being read and appreciated by many who have an interest in this rapidly developing area of the educational scene. It was never intended, however, that such a publication should try to be definitive; rather was it the first step taken by the Association to examine the very concept of resources centres and to prompt educators to think harder about resource-based learning and how these centres could encourage the use of this relatively new and sometimes seriously misunderstood method.

The idea of resources centres has caught on and it is now fashionable to talk about them as if they were the answer to all our learning problems,, especially where less able pupils are concerned. This is dangerous. Resource-based learning is not a cure-all; nor is it for only one section of the school population; there must be no mindless climbing on a band wagon. It implies a disciplined and rigorous examination by teachers of their teaching techniques to discover to what extent the quality of their teaching can be improved both inside and outside the classroom.

Cost effectiveness is not a popular phrase in education but no matter how difficult it is to apply the principle, a serious attempt must be made to assess the cost (as well as the wisdom) of expanding resource-based learning facilities.

The Scottish Educational Film Association has embarked on a new series of Publications under the general title of " The Setting up of a Resources Centre " in the hope that this will help to give teachers sound practical advice on how to make the most effective use of the available money, staff, space and equipment. Resources Centres range from the larger national and education authority centres to the more modest efforts to be found in colleges and schools of various types and sizes. This series of booklets will concentrate on resources centres in schools. Appropriately, basic ideas are considered first; later titles will deal with specialised aspects such as the design of working areas, the staffing levels required and the choice of information retrieval system to be made.

I am grateful to all those busy people who have already grappled with the problems of setting up resources centres and who are willing to give us the benefit of their experience.

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President, Scottish Educational Film
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AUTHOR'S NOTE

This publication is the first in a series of five. The next to appear will deal with the planning of Resources Centres in new buildings and in old structures. The others will be concerned with retrieval systems, staffing and reprographics. It is hoped that this survey will be of value to all who are involved in setting up Resources Centres.

The present volume is intended as a review of the problems which will have to be tackled. It does not set out to be authoritarian - rather it suggests solutions which can be debated in the context of local conditions. These vary so greatly as to make it impossible for any answer to apply widely, and the author will always be glad to discuss with readers any problems they wish to put forward. He is deeply concerned that no one should set up a Resources Centre without adequate preliminary discussion and planning, based on sound educational reasons. Any such Centre, carefully integrated into the curriculum structure of the School, will play a vital part in fostering the growth of good learning.

We are coming to a time, in Scotland, when a great deal of co-operation and sharing of knowledge and experience should be possible. The S.E.F.A. is very active; the Scottish Centre for Educational Technology is open in Glasgow; a Scottish Council for Educational Technology is about to be set up; a Scottish Association of Educational Technology Advisers has been formed.

The series should play its part in this development, and encourage progress wherever it can be made, and it is hoped that this present volume will be an acceptable part of the movement forward.

SOME REASONS FOR RESOURCES CENTRES

If "a resources centre is a state of mind" - and there is much truth in this clever phrase - then we ought to be concerned with the components of this state of mind. Perhaps we should also be concerned with the differences between those educators who possess this state of mind, or philosophy, and those who do not. It would be interesting also to know how much psychological and educational backing supporters of resources centres can claim for their beliefs, and even more interesting to establish the degree of long-term educational success that can be attributed to the use of resources centres. These are questions which educators must ask themselves, and which researchers must answer before this state of mind can become wide spread in education.

Before proceeding further, let us be more precise. The state of mind to which we have been referring is a belief in resource-based learning. It could be that this is a necessary precondition for our opening phrase, but it does not necessarily follow that it is so. The reason for establishing a resources centre should be the belief that the best learning situation is that in which the pupil discovers and uses knowledge for himself, and that the function of the school resources centre is to make this process more readily available, more exciting, and more efficient. Centres should not be established merely to make class teaching more efficient, or to collect a large, tidy, well-catalogued mass of information, the organised and serried ranks of which become more important than the uses to which it is put.

Humility is probably the first and most important component of the state of mind of the educator who believes in resource-based learning. Reception learning - the condition in which what is to be learned is presented to the child in its final form - is in many ways a natural teaching style. The role of the oracle is an arrogant and self-satisfying one; indeed many teachers see themselves as walking resources centres. To progress from this oracular status to the posture of showing children where information is available, and teaching them how to use that information necessitates a role transition which requires a monumental effort of self discipline from the teacher. This transition in the role of the teacher is often resisted by the pupils themselves. After all, it requires that pupils move from the position of being taught, to the position of learning for themselves. It demands that the teacher understands the crucial difference between these polar positions, reception learning and discovery learning.

True discovery learning involves the pupil in finding information, understanding it by integrating it with what he knows already, and, by rearranging the resultant combination, producing a new or a desired end product. This is the proper function of resource-based learning. It is the pupil learning to learn; and can only be achieved by the teacher withdrawing gradually from the situation, and using a resources centre to generate in the pupil both the will and the ability to learn. While not under-rating the knowledge gained by reception learning techniques, the teacher

will realise that it is the learning skills developed in a pupil's practice of individual discovery which are most likely to transfer to the learning world outside the school gates. This horizontal or lateral transfer of learning is probably the most important aim of the educational process.

A resource-based educator must be humble in other ways as well. He must be humble in the face of the amount of information which is continually expanding in every area and in every topic in an exponential curve. He must be humble in the face of the variety and expertise of the communication techniques used in the modern world. He must ensure that his pupils are literate, not only verbally and orally, but also visually and tactually.

The horizontal transfer we are extolling can best be effected if the learning world of the school approximates closely to the learning world outside, and if the learning styles developed by the pupils employ the tools of the contemporary communication processes. Nowadays even an average home has the possibilities of a resources centre in miniature. Not only books and magazines are available, but radio, television, and record player are usually present. Many homes have tape recorders, slide-projectors, viewmasters, film. Look around and list the resources which are available in your own home.

Pupils must be taught to use these resources as educational media. They must be taught where to look, how to select elements from disparate sources to produce their synthesis. If their education is largely verbal and lock-

step, is it any wonder that they become passive viewers and listeners and see no learning potential in these media? A well-stocked and well-used resources centre could form the basis of establishing learning styles which would utilise the modern resources now available.

It could establish sound learning styles, but we must be humble about this as well. Too often a resources centre is used as a look up and copy centre. It must be remembered that not all reception learning is rote and not all discovery learning is meaningful. Rote discovery learning can be a pointless and futile exercise for pupils, and boring and timewasting exercises can be completed by pupils in resources centres as well as in classrooms.

Creating meaningful discovery learning situations requires as much pedagogic skill as any other form of educational development. It certainly requires more pre-planning than most. Since it is dealing with the development of skills rather than the acquisition of knowledge these skills must be analysed in great detail, and pupils led by graded exercises to mastery of these skills. The major skills best developed by resources centres are reference skills and the higher thinking skills, although some communication and aesthetic skills as well are involved. Like all forms of learning, resource-based learning should be concerned with the affective domain and objectives involving the development of values and attitudes should be included.

Since resource-based learning has, as another important

function, the development of individual learning units through which pupils can work at their own rate and at their own level, it is not enough to prepare a unit or a programme on a topic. All units should allow for individual differences in intellect and skill development and should include alternative pathways for pupils to explore. Only very rarely can the construction and validation of such learning units be the work of one person, and schools can produce such units successfully only by establishing writing teams. To lessen the risk of failure, teams require training in defining objectives, using media, analysing skills, assessment techniques and so on. The success of resource-based learning lies far more in the production of well constructed units and assignments than it does in the building up of an extended resources centre. Both developments should go hand in hand in a school committed to resource-based learning.

Using teams of teachers to write units and to concentrate on the development of skills leads us to think of themes and topics which cut across the normal subject boundaries of the school. The skills we have been discussing are not subject-based but can be developed in individual subjects or in groups of subjects, or even in the borderline areas where many subjects overlap. Earlier I referred to the horizontal transfer of learning skills, and I would make the point that the big problems met in the outside world are not normally those which can be solved by knowledge and skills drawn from one subject area alone. Pupils

have to be trained to identify the principles and skills learned in subject areas; to use them in other contexts; and to use them to solve multi-disciplinary problems.

To their credit, many subject specialists have acknowledged this problem, consciously or unconsciously, and many subject syllabi contain topics which are only peripherally within their borders, or contain references to topics which are also the concern of other disciplines. An example would be 'Pollution' which is included in the syllabi of at least five subjects in the secondary school. Such topics form an ideal basis for team teaching approaches, and thematic work based on resources centres. It would appear much more efficient to look at them globally in this way rather than to look at them at different times and from different angles.

Again, at each stage of education we must be humble in the face of the lifelong learning experiences of the pupil. The secondary stage does not exist in isolation, but is an intermediate stage between the primary stage and the tertiary stage. The tendency in most primary schools is to develop the simpler skills through discovery learning techniques, and the main feature of the tertiary stage, be it university, technical college or life, is to capitalise on the individual learning skills of the individual. To play its full part, the secondary school must act as a bridge between these stages, extending the skills of the primary stage and preparing the pupil for the self-generated learning of the educated adult.

Since learning skills are hierarchical in form, with

each level dependent on the previous level, there is a need for vertical transfer between stages. In other words, if the bridge does not exist, the higher learning skills will not develop and the skills developed by self learning techniques in primary education will atrophy. Resource-based learning can be used to provide the bridge, and this in itself would be a sufficient reason for its existence in secondary education.

By its nature resource-based learning tends to be individual, in the sense that a pupil is given a task, and much of the responsibility for the successful completion of that task lies with himself. This has some important psychological consequences, not only in motivational terms, but in terms of aspiration level and competition. In this case the pupil has to set his own standards and need not be influenced by the group norms which are common in most classroom situations.

Similarly, there are different competitive factors in this situation. Whether he succeeds or fails in his task, he will be competing against himself rather than comparing, or having his performance compared, with other members of the group. This is normally a less stressful situation for weaker members of a group and, if the assignments have clear criteria, he can assess his own progress at regular intervals and build up a sound evaluation of his own progress. This idea of competing against criteria rather than against individuals is sound psychologically.

It may have some good disciplinary foundations as

well. It is generally accepted that some of the worst disciplinary problems in the classroom are caused by group competitive pressure, especially evident in those who feel that they are failing in the academic sense. Reduction of this pressure by a fair amount of individual resource-based learning may alleviate some of the worst problems. Similarly, for the teacher, although it may be more difficult academically to deal with groups of pupils doing different tasks at different stages, the disciplinary problems encountered when dealing with the individual face-to-face are less intense than those encountered with class groups.

This short statement of the major advantages of resource-based learning suffers from lack of space to put forward all the arguments in a more extended form. It is not suggested that these techniques are a universal panacea for the ills of education, nor is it denied that some of the positive arguments put forward may be countered. A great deal of debate is possible. It is felt, however, that the weight of evidence is such, that a sound case has been made for an expansion of resource-based learning and resources centres in our schools.

R. H. Richardson,
Assistant Principal,
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Glasgow.

BASIC IDEAS

The establishment of a Resources Centre may be the result of a situation of the hen and egg type. What comes first? Is the Centre needed because of curriculum development - or does curriculum change postulate the formation of a Centre? The purist would argue that curriculum change must preceed a physical alteration, but several schools have moved from a reorganization of their resources to fuller use of them, then to alterations to curricula which make fuller use of the resources and so to a self generating situation. Whether the Centre or the need for the Centre comes first seems to me not to be important. The important thing is to establish the Centre on a sound basis, and there are certain principles which must be accepted if the Centre is to succeed.

1 The use of the Centre must be integrated into the curriculum.

2. The Centre must have adequate space for an expanding collection of items.

3 There must be a staff structure.

4 A suitable retrieval system must be chosen.

5. All material suitable for resource based learning must be indexed centrally.

6. A.V. equipment must be under central control.

7. Reprographic services must be centralized especially if material is being produced locally.

ACCOMMODATION

Very few schools will be able to house a Resources Centre in specially designed accommodation, and an examin-

ation of possible areas will be necessary. Usually the existing Library will be the first to be considered but other places such as gymnasia, halls, G.P. rooms and large classrooms will merit attention. Since the concept of a Resources Centre cannot be defined in precise terms, the interpretation of the concept is capable of wide variation, and the housing of that interpretation can be achieved in a variety of ways.

Let us consider the typical school Library. It will house a stock of books, some ephemeral matter and some non-book items. It will be used, in the main, by pupils borrowing books, usually during a "Library period" which is part of their English timetable, and by senior pupils on Certificate study.

The stock is unlikely to have an adequate author or classified catalogue, and is extremely unlikely to have an index or subject catalogue. The furniture is designed for groups sitting round large tables, with an issue desk taking up a large space. There are, probably, bays with six foot high shelving, many windows, and almost no wall display space. Probably it will seat 40 to 60 pupils, but there will not be much circulation space. The floor area is likely to be about 1000 sq. feet.

What is it that we want to do with this room?

The first point to consider is its use. Are we making effective use of the stock? Is too much time being spent "changing Library books"? Is much of the non-fiction stock disappearing on loan for periods of two weeks or more at a

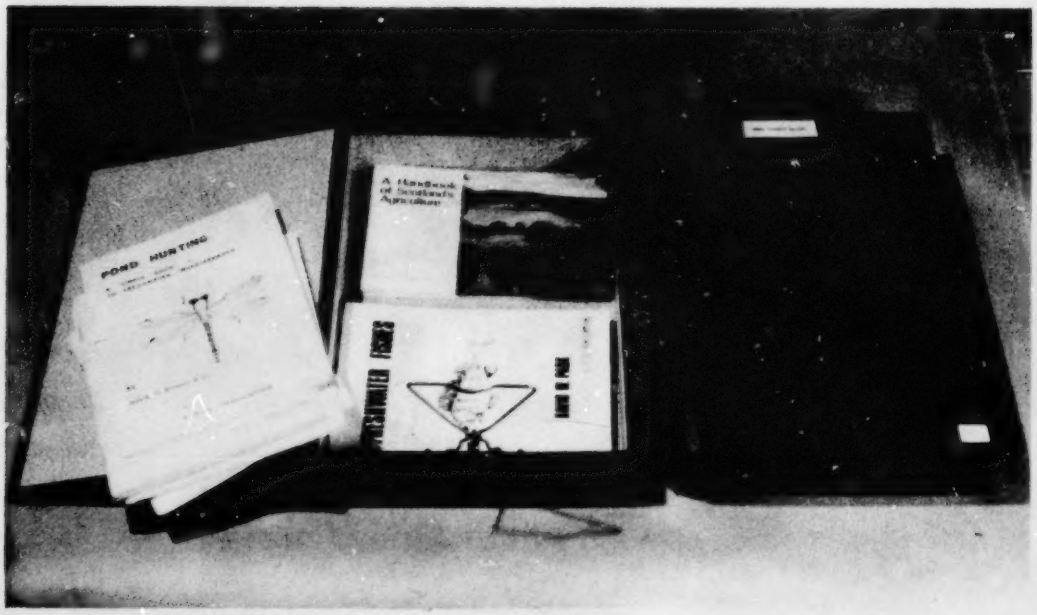
time? Are study programmes being impaired because such items are not on the shelves? Is there access to current information - newspaper cuttings, pamphlets, magazines? Are there non print items and facilities to consult these items? If some of these aspects do not apply, is it likely that curriculum changes will postulate their introduction?

In short - can the Library, in its present location provide all the services that can be foreseen as desirable? Will it be necessary to look at another room or suite of rooms, which can house the collection of items, the necessary hardware, the retrieval system, and allow study facilities for all the categories of users?

If the Resources Centre is to be used as a base for resource based learning, then we must consider the stock, both print and non print, and the relative importance of sections of that stock.

The non fiction stock will form the core of the information bank, and it will require to be high in quality and diverse in range. It should grow as rapidly as funds permit, and at some point there will come a conflict of interests, when the non fiction stock will have expanded to fill what shelf space there was, and no more shelf space can be provided. At that point - if it has been delayed so long - the question must be asked about the handling, location, and use of the fiction stock. Is it essential that it be kept in the Resources Centre; that it be issued in a Library situation; that it be used in the somewhat negative "Library period/silent reading/book changing" way

Lidded storage boxes of this type are suitable for sheet material, pamphlets and small objects. They are strong, easy to handle and label, and fit standard shelving.



Box files hold sheet material, small boxes and small objects without risk of damage. Strongly made, they can be stacked or placed upright on a shelf, when the spring clip holds the contents in place securely.

Three dimensional objects are always a problem to store, as are tidy boxes of non standard sizes. Widely spaced shelving, racking and the tops of cupboards offer a possible answer.

that is so common in so many schools? Cannot the bulk of the fiction be given into the care of the English Department housed in classrooms, and used to supplement the work of the Department, thus being integrated into the curriculum? Obviously there will be difficulties; near open access by pupils at all times could lead to losses; some pupils will want access to stock in rooms where they are not taught; where stock can be split, where is it to be located; how is it to be browsed? The problem will seldom be a pressing one, but eventually it will have to be faced, and if the Library is timetabled for a large part of the week as a classroom, then this will have to be changed if it is to function effectively as a Resources Centre. If only a part of the school is engaged in resource-based learning for only a part of the week - and about one quarter of the time might be an acceptable maximum - then the problem of finding alternative accommodation for displaced users is not as large as it might at first seem.

STORAGE AND HANDLING

If the room has to contain the print and non print collection, the problem of storage and handling must be overcome.

With pupils busily working, moving about to consult the retrieval system and to search for and through items, consideration has to be given to the layout of shelving and furniture. The member of staff in charge must be able to see the whole room, and island or peninsular bookcases which conceal seated pupils present problems. Such book-

cases should be low enough to allow proper supervision. Where new shelving is installed, it should be adjustable. Tables should be light and easily moved, as should be chairs. A small area should have comfortable chairs for readers who would otherwise take up a place required by pupils needing to write or to study at a table.

Pupils using a Resources Centre will generate a fair amount of noise. While the choice of suitable furniture will reduce this, carpeting should be laid where it can. It produces a dramatic reduction in noise level, but, if it contains a high proportion of nylon, there will probably be a build up of static electricity, which could give users of A.V. equipment mild shocks. Spraying the carpet with water or antistatic preparations will prevent the build up.

Can anything definite be said about the size of a Resources Centre? As a very rough rule of thumb - if the present Library is regarded as adequate in size, then double the area of the Library is needed. If the Library is too small for the use made of it, then an area equal to six classrooms, i.e. about 3000 square feet, will be needed.

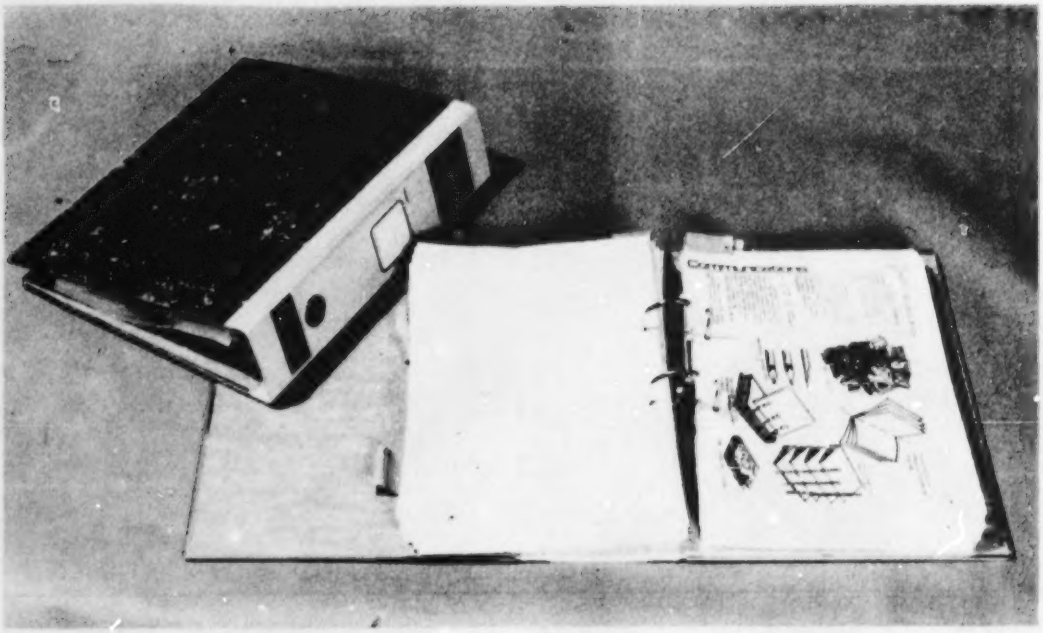
The Resources Centre, should, however, be regarded as a suite of rooms, the complexity of which will depend on local situations. Where a writing team is at work, then the members will need a seminar/work room, and the reprographic staff will require a workroom. If the volume of production is high, a layout artist - a "media officer" - will be needed, with a workroom. The Librarian will require a working space or - better - a workroom.

Worksheets and other sheet material can be stored in cardboard boxes which are colour coded to identify different series or editions.

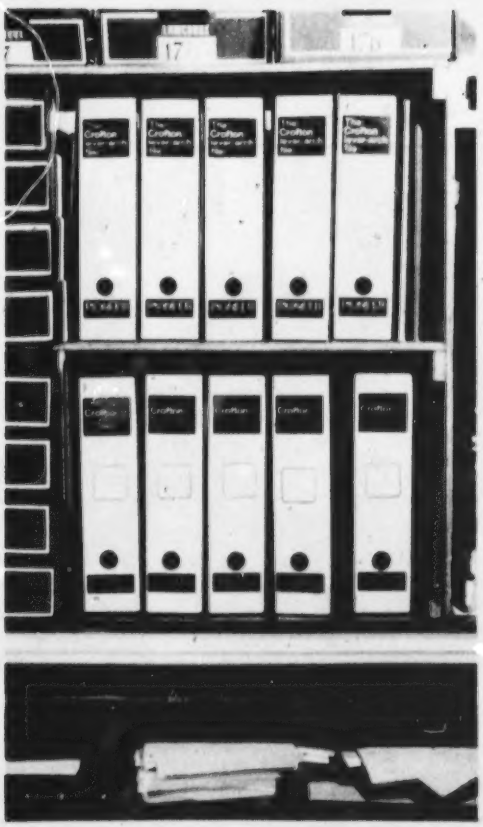
Racks of the type shown above take up very little floor space and give instant access. They can be made in school.

In the Resources Centre, there should be seating at tables for about 40 pupils, and comfortable chairs for readers. It seems far from proven that it is necessary to provide elaborate booths for listening and projection, and experiments with temporary partitions placed on tables should serve to show whether or not elaborate screening has to be installed.

While tape recorders will have to be available, and probably some "play back only" machines, consideration should be given to "listening centres", which are terminal

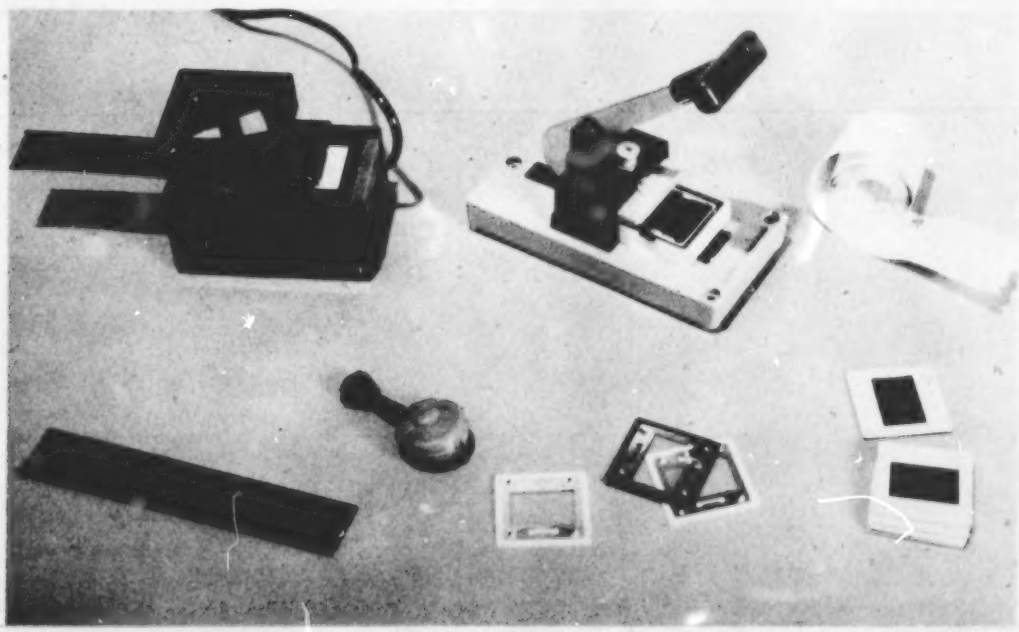


Ring binders and lever arch files are very useful for storing sheets and pamphlets, but punch holes should be strengthened by reinforcing rings.



As they are kept in dust covers, lever arch files stack neatly on shelves.

blocks with several outlets at the end of a wire plugged into a tape recorder. Pupils plug the socket of a pair of earphones into an outlet, and a group can listen without disturbing other pupils in the room. Pupils will, generally have to use earphones when using audio equipment in the Resources Centre, but for those who need to move about while listening to directions, an induction loop could be installed. This is a loop of wire fastened round the area of activity above working height, or placed under a carpet. It is plugged into the tape recorder and the pupils given cordless earphones which have miniature receiving sets built into them. They then hear the signal radiating from the wire. One firm sells a tape made of wire with an



Equipment used in mounting slides

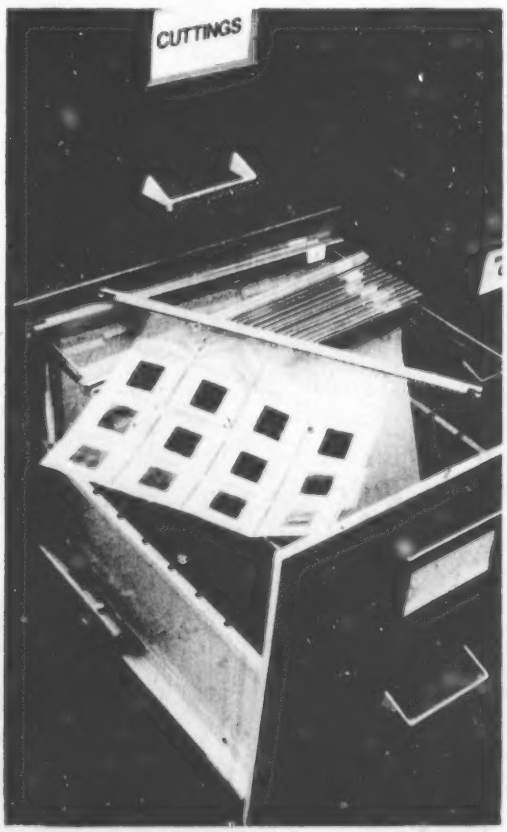
Illuminated viewer/cutter. Mounting press. Labels with red spot.
Strip of transparencies. Blower brush. Glass/plastic mounts.
Completed slides.

Film strips can be stored in shallow drawers with lift out dividers. 600 strips can be stored in a 20 drawer cabinet.

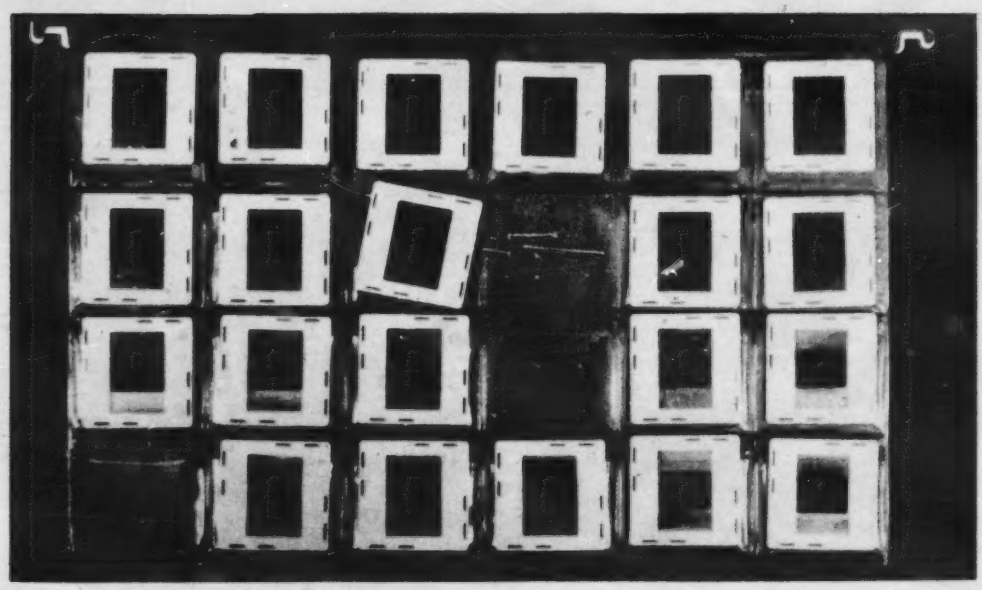
adhesive backing which can be fastened to a wall or ceiling, and which can be peeled off and used elsewhere.

There are some special points about storage. Film strips can be kept in shallow drawers in metal cabinets, or in various forms of racking, and notes stored in appropriate cabinets, but consideration should be given to the possibility of cutting up the strips and mounting each frame as a 2" x 2" slide. Film strips are very easily damaged, and many users complain that they want only a few frames to illustrate a point.

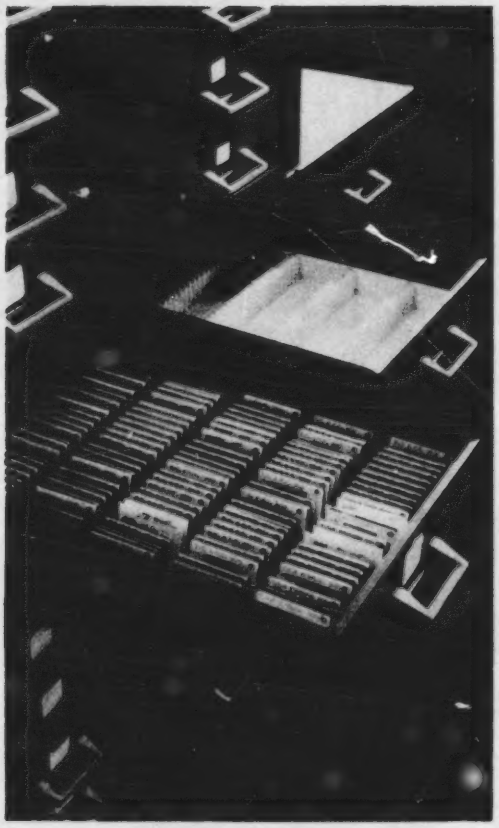
It is a relatively easy matter to mount slides, since an illuminated cutter and a mounting press can make the task of sandwiching the transparency between glass covers



Slide packs hold 16, 20, or 24 2" x 2" slides, and are stored in the same way as suspension files. This storage method is very suitable where a lot of browsing takes place.

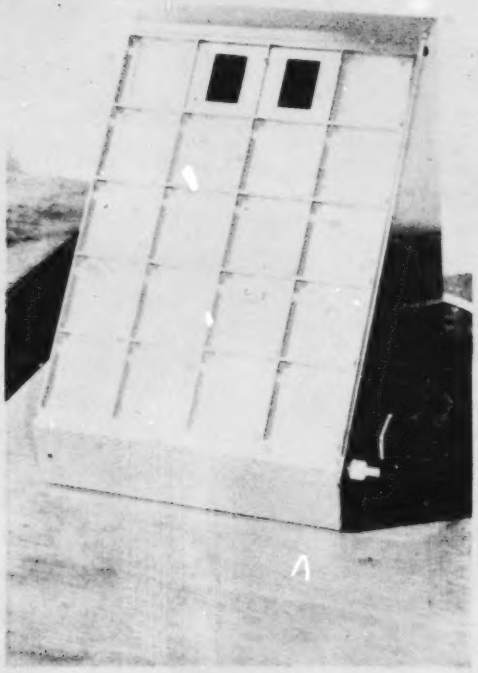


A viewpack can be lifted out for inspection on a light box, or held up to a window.



Slotted trays can be fitted into shallow drawers, giving quick access to numbered slides. A 20 drawer cabinet holds 3000 slides.

Light boxes are very useful for inspecting slides and for building up sequences. Flat top boxes are relatively easy to make.



in a plastic mount quite simple. The risk of damage to slides is greatly reduced, and, with a good index, any frame can be found in a few seconds. Search patterns are greatly simplified, and sets of slides can be built up quickly and effectively. When strips are made available in this way, there is a marked increase in the use of slides.

Mounts are available for the full frame, 36 mm x 24mm (Leica) size, and half frame, 24 mm x 18 mm (cine) size.

Slides can be stored in several ways. Slotted trays fit into shallow drawers in cabinets similar to those used for film strips and give excellent access. Translucent suspension files with pockets for 24 slides can be kept in

a conventional four drawer filing cabinet, and are easily withdrawn for browsing. Ring wallets hold similar translucent pages with pockets.

It is very useful to have a light box near the slide cabinets for viewing slides and for building up a programme.

Audio tapes can be stored in open front boxes. They should be kept away from strong electric fields which could impair the recording. Tapes should be re-run from time to time to avoid " print through ". Consideration should be given to regarding cassette tapes almost as books, and to transferring as much material as possible to cassettes, which are cheap, and easy to handle and store. Users can be given playback machines, which are cheaper than tape

Open front boxes can be used to store pamphlets, reels of film and tape, small objects and collections of disparate objects. They are specially useful for slide/tape sequences.

Plan chests are expensive but keep charts clean and flat. This type has corrugated dividers which prevent charts from slipping down.

recorders, and prevent any accidental erasing.

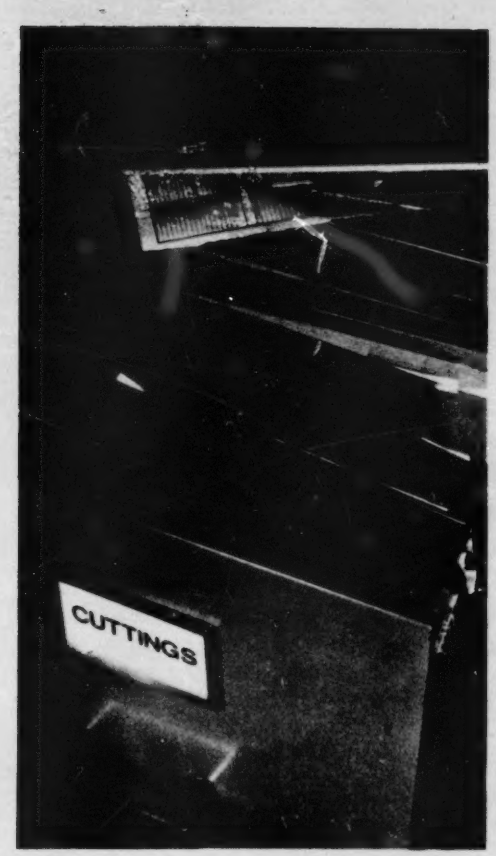
Video tapes may suffer image impairment if they are kept in the wrong conditions. They should be stored where temperature and humidity can be controlled, but a fairly large stock would have to be held before the purchase of special cabinets could be justified.

Charts and plans can be stored in many ways. Flat or upright plan chests give the best protection and ensure that the chart remains flat. Such chests are expensive, and many Resources Centres will use racks of various kinds. These suspend the charts from arms which grip the charts in various ways, and which are themselves suspended from frames or pivoted from a wall. All such systems should

The corrugated dividers hold charts of various sizes, keep them flat and prevent them sliding down.

include dust covers and some device to grip the lower corners of the charts to prevent them curling. Ordinary bulldog clips with weights attached are cheap and effective.

As the non-print collection is built up, storage will be required for items of many types - slides, tapes, cuttings, charts - the list is long, as can be seen from Appendix 1. Consideration should be given to the use of lateral filing cabinets which can be fitted with special shelves to suit objects difficult to store effectively in traditional cupboards. It is cost effective to go as high as you can with storage, and "space effective" too. Traditional four drawer suspension filing cabinets should be fixed to walls or floors to prevent them toppling if the two top drawers are pulled out. Modern adhesives can fix



Conventional storage in suspension files can be used for sheet material - cuttings, pamphlets, catalogues, photographs, music and so on. It requires a retrieval system more refined than file identification.

The lateral filing system above takes up a smaller area of floor than a conventional four drawer filing cabinet, and holds more material. Identification of files is very easy.

the heaviest object to a solid floor, and can be unstuck with hot water.

Finally, somewhere central in the Resources Area is the retrieval system, but that is another question, dealt with in another publication in this series.

CENTRAL REGISTRATION OF RESOURCES

While the School Library is the natural growth point for the Resources Centre, and contains the largest collection of "reference items" in the school, there is a great

deal of material held in departments. Much of this material will be of direct "subject" interest, and be of little interest outside the department in which it is located, but it could well be that a considerable part of it is of inter-disciplinary interest. For example, slides of butterflies held by the Biologists could be of interest to the Art Department, and the Art Department's prints of religious paintings could be of interest to the Guidance Staff. As interest grows in resource-based learning and in interdisciplinary enquiry, it becomes more and more important that the whole resources of the school are available to all who can use them.

How can this be achieved? Obviously there has to be an assessment of all the learning material, other than textbooks, held in the departments, and this must be done, in the first instance, by the department holding the items. There will have to be weeding, to ensure that the material offered for interdisciplinary use, whether bought or produced locally, is high enough in quality to warrant inclusion in the catalogue.

It will be necessary to devise a form on which the reviewer can enter details of the item - author/creator and title; Dewey or other classification system number if it can be decided; publisher and year of publication; edition; format (book, cutting, slide, tape, etc) description; location if outside the Resources Centre; keywords; availability. Doubtless other headings will be needed to suit specific situations. The information on these

forms is then used to make catalogue cards and index cards - a subject dealt with in the companion publication on Retrieval Systems.

Appendix 2 shows an example of such an analysis sheet.

It will then be necessary to decide whether the items entered on the forms should remain in their departmental location or be moved to the Resources Centre. Probably only a few will be seen as having a general interest high enough to warrant their removal to the central collection. The important thing is that their existence is now on record, and anyone searching through the retrieval system will discover their existence and can arrange to see them. Bringing this class of items into the catalogue will enrich the resources of the Centre very greatly, and at very little cost.

CENTRAL REGISTRATION OF EQUIPMENT

If the material held in the Resources Centre is to be used effectively, then the A.V. equipment needed to support that use must be available, in good repair.

There is nothing more frustrating than having a carefully prepared lesson ruined by the breakdown of a vital piece of equipment which cannot be replaced either because there is no other available or - even worse - the available replacement is held in a department which refuses to allow "outsiders" to use its equipment. To many teachers, the "holders/keepers" attitude is understandable. Frequently, the equipment has been bought out of capitation money allocated to the department which has gone without some -

thing to buy the item, or has been supplied from central funds set aside to strengthen the teaching of a subject. Many people have memories of borrowed equipment being returned in a damaged condition, and this experience, understandably, makes them reluctant to part with something which has been well looked after and is in constant demand in their own department.

Surely the counter argument must win the day - by contributing to the pool, they have increased access to many more machines in a greater range, and are no longer vulnerable to a breakdown. After all, if they will not loan, they cannot borrow.

On the other hand, there are departments which are too small or too new to have been able to acquire A.V. equipment, and there are others where curriculum change has brought them to a realization that educational technology really can help them. Where are they to find equipment, if not in the pool?

As well as the zealously guarded equipment, many items languish in cupboards, under-used, often forgotten, when they could be of great value elsewhere in the school.

Some of these, no doubt, are there because they have outlived the enthusiasm which motivated their purchase, while others gather dust because they have broken down and no-one has bothered to report the fact.

The central registration of all A.V. equipment will bring out these neglected, under-used and disabled items and make them available. Once registered - and cards for each item showing vital statistics, repair details and

dates, and location are essential - they can be sited throughout the school in the way most convenient to their potential users.

In a very short time, it will be seen that some items are in great demand, and that more machines of that type are needed. Probably some types will be less heavily used, and some machines may be seen to be surplus to requirements.

While items can be held centrally or at, or close to, the point of use, spares and lamps should be held centrally by the A.V. technician, or auxiliary or teacher appointed to be responsible for the equipment. Ordering of spares can then be organised on a rational basis, and stocks can be held at a realistic level. It is not cost effective for every department to hold stocks of spare lamps.

Central stockholding of spares means that, should any item of equipment be missed in the initial survey, it will come to light the first time it needs a new lamp or a repair.

The A.V. technician will be able to set up a schedule of preventive maintenance, and carry out first line repairs, so greatly increasing the availability and dependability of equipment.

The record cards for equipment should show:-

Date of acquisition.
Frequency of repairs
Nature of repairs.
Frequency of lamp replacement.
Type of replacement lamp.
Other parts needing frequent

replacement (e.g. belts, heat filters, fuses) with stock numbers.
Dates of maintenance checks.
Location.
Borrower and period of borrowing.
Users' comments.

Appendix 3 shows such a card.

Only in small schools would it be reasonable to keep the A.V. equipment in a central location. In most schools it makes good sense to locate items as near the point of use as possible. In very large buildings, or on a split campus, it becomes necessary to duplicate the main items to ensure easy accessibility.

It is logical to move from the pooling of equipment to ordering softwear through one agency - the Resources Centre. Thus duplication of orders, film hire, programme bookings and so on becomes much less likely. The further ahead such bookings can be made, the fewer duplications there will be.

REPROGRAPHIC SERVICES

It is a sad fact that only a few teachers seem to care about the quality of the duplicated work they put before the pupils, and it is high time that we became quality conscious. Where overworked auxiliary staff rush to complete last minute tasks and there is no time for revision, little improvement in standards can be expected.

Surely there is a clear case for establishing a reprographics service, as part of the Resources Centre, where material produced by the staff can be typed on good machines by typists who can vary layout and allow for colour work

and the insertion of illustrations, and where the printing process is handled by someone who takes pride in producing a first class job. Is it fair to expect good work from pupils when slipshod duplicated material is handed out to them?

It is quite wrong to expect teachers to do reprographic work:-

It is wasteful of expensive teacher time.
It is wasteful of materials.
It almost guarantees a low standard of quality.

Putting the reprographic work in the hands of auxiliaries should ensure:-

a fast reliable service;
economical use of materials;
increased quality;
extended machine life;
increased machine reliability;
a gain in teacher time.

It is well worth while nominating someone to be responsible for the care of each machine, so that all are looked after, cleaned and maintained.

I would sum up thus

1. Determine why a Resources Centre is needed, and in what way it will be used.
2. Appoint a senior member of staff to head the Resources Centre Team.
3. Decide the ways in which the use of Library must change, and whether the Resources Centre can be housed in the existing Library room.
4. Decide on a retrieval system.

5. Index suitable "software".

6. Bring A.V. equipment under central control.

7. Establish a quality conscious reprographics unit.

There are many important decisions to be taken, but there is no doubt in my mind that an efficient Resources Centre, serving the curriculum needs of the school, will be a major factor in the learning process.

Resource based learning can take pupils into situations not normally available to them. Here a girl is turning a porridge theivil.

Where film strips are in use, viewers with small built in back projection screens are suitable for individual or small group viewing.

Occasionally, pupils may have the excitement of using high quality equipment. These girls are filming a script which they have prepared in a learning situation.

APPENDIX 1.

Suggested List of Abbreviations for Non Book Items

A	ART PRINTS
C	CHARTS
CO	COINS
E	ENGRAVINGS
FS	FILM STRIPS
F16R	16 mm FILMS (REEL)
F16C	16 mm FILMS (CASSETTE)
F8R	8 mm FILMS (STANDARD) REEL
F8C	8 mm FILMS (STANDARD) CASSETTE
F8SR	8 mm FILMS (SUPER) REEL
F8SC	8 mm FILMS (SUPER) CASSETTE
F8L	8 mm FILMS (STANDARD) LOOP
F8SL	8 mm FILMS (SUPER) LOOP
G	GLOBES
I	ILLUSTRATIONS
J	JOURNALS
JA	JOURNAL ABSTRACTS
K	KITS
M	MAPS
ME	MEDALS
MF	MICRO FORMS
MO	MODELS
MU	MUSIC
N	NEWSPAPER CUTTINGS
OHT	OVERHEAD PROJECTOR TRANSPARENCY
OM	OFFSET PLATES (METAL)
OP	OFFSET PLATES (PAPER)
P	PAINTINGS

PC	POSTCARDS
PH	PHOTOGRAPHS
PO	POSTERS
PP	PAMPHLETS
PS	POSTAGE STAMPS
*R	RECORDS
SF	35 mm SLIDES (FULL FRAME)
SH	35 mm SLIDES (HALF FRAME)
SO	SLIDES ABOVE 35 mm SIZE
SS	35 mm SLIDES (SOUND ON SLIDE)
SM	SLIDES (MICROSCOPE)
STI	STENCILS (DUPLICATOR, INK)
STS	STENCILS (DUPLICATOR, SPIRIT)
TR	TAPES, AUDIO (REEL)
TC	TAPES, AUDIO (CASSETTE)
TS	TAPE/SLIDE PRESENTATIONS
VTR	VIDEO TAPES (REEL)
VC	VIDEO TAPES (CASSETTE)
VCA	VIDEO TAPES (CARTRIDGE)
W	WORKSHEETS
3D	THREE DIMENSIONAL OBJECTS
*	ADD $33\frac{1}{3}$ / 45 / 78 AS APPROPRIATE

It should be noted that several other lists of abbreviations have been suggested by various authors. The above list uses the language of the classroom. It is not claimed to be the perfect list, but does cover the main non book items commonly encountered in resource based learning situations.

APPENDIX 2.

Suggested form for analysing items.

Author/Creator:

Title/Description:

Classification: Accession No:

Edition: Price:

Publisher/manufacturer:

Date publication/manufacture: Catalogue No:

Format: Book/pamphlet/sheet-music

Nonbook (see Appendix 1.)

Summary of contents:

Keywords:

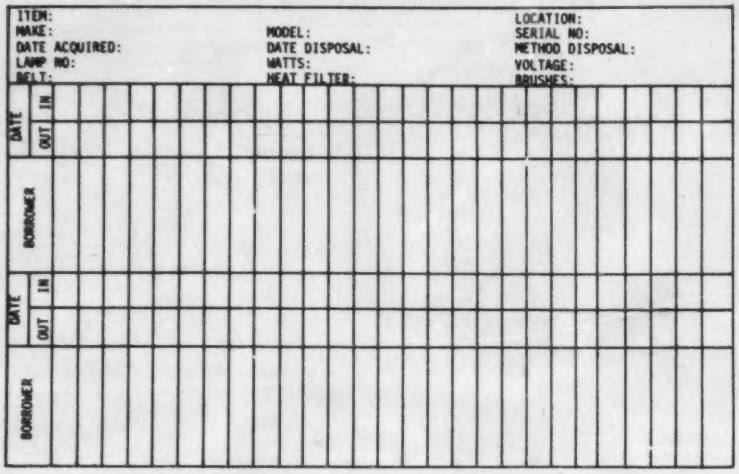
Suitable for age: P1, P11, P111, P1V, PV, PV1, PV11.

S1, S11, S111, S1V, SV, SV1.

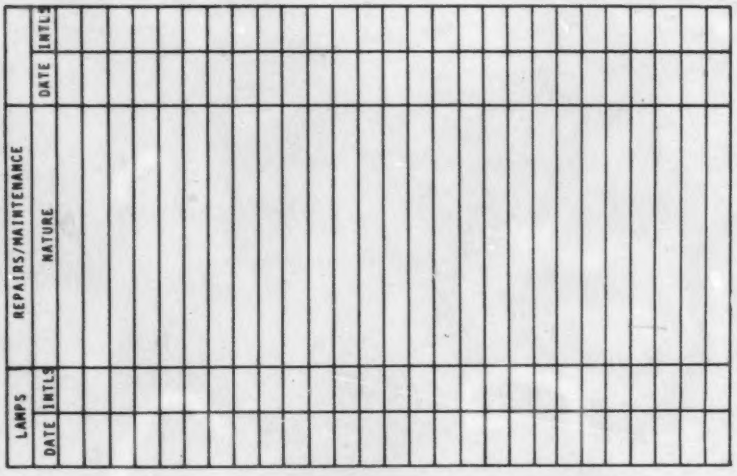
Location:

APPENDIX 3

Suggested layout for an equipment control card.



Front of Card



Back of Card

This card has been approved by the Scottish Association of Educational Technology Advisers.

Copies may be purchased from the Scottish Educational Film Association, Glasgow.

The published size of the card is 8" x 5".